

Trinity St Mary's CE Primary

Child Protection and Safeguarding Policy

September 2021



*'Everything that I command you, you shall be careful to do.
You shall not add to it or take from it.'*

Deuteronomy 12:32

Trinity St Mary's CE Primary School

Safeguarding/Child Protection Policy 2020-2021



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IMPORTANT NOTICE

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth Initial Point of Contact (IPOC) immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, DOB, address and contact details for parents / carers.

A referral in urgent circumstances can be made to the Multi Agency Safeguarding Hub (MASH) on the telephone but a completed Multi-Agency Referral Form (MARF) is required as soon as possible with key details included (even if additional background information is completed later) as Section 47 enquiries cannot be progressed with the police unless a referral has been received.

The MARF can be accessed online at <https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/make-a-referral-to-the-multi-agency-safeguarding-hub/>

Referrals to MASH can be made by:

Telephone: 020 8871 6622

E-mail: MASH@wandsworth.gov.uk

The MASH is in operation Monday – Friday 9.00am to 5.00pm.

At other times please contact the Out of Hours Duty Service on 020 8871 6000.

1. KEY STAFF AND AGENCY CONTACT DETAILS

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means always considering what is in the best interests of the child.

Staff members must raise any safeguarding concerns with the designated safeguarding lead or deputies without delay. Concerns must be logged with the safeguarding team. Please see below for appropriate details:

Designated Safeguarding Lead at TSM	
Name: Lynn Anderson Headteacher	Contact Details: worries@tsm.wandsworth.sch.uk (Concerns about Safeguarding) head@tsm.wandsworth.sch.uk 020 8673 4166
Deputy Designated Safeguarding Leads at TSM	
Chloe Keys Deputy Headteacher	worries@tsm.wandsworth.sch.uk (Concerns about Safeguarding) chloe.keys@tsm.wandsworth.sch.uk 020 8673 4166
Lisa Crichlow SBM	worries@tsm.wandsworth.sch.uk (Concerns about Safeguarding) sbm@tsm.wandsworth.sch.uk 020 8673 4166

Chair of Governors	
Name: Hayley Van Den Bergh	Contact Details: hayley.vandenbergh@tismwandsworth.sch.uk

If the designated safeguarding lead or deputies are not available, staff should not delay in taking appropriate action. Staff should consider talking to the **head teacher** and / or taking advice from the school's local children's social care at MASH. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as practically possible.

Where a child is suffering, or is likely to suffer from harm, make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. You should inform the DSL of any child at significant risk of harm in order for a referral to be made, however there may be occasions where an immediate referral to the Police / Local Authority is required. Anyone can make a referral. If you have made a referral prior to discussing this with the **DSL**, you must tell the DSL (as soon as possible if you make a referral directly).

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, DoB, address, and contact details for parents/carers. Consent / agreement is not required for child protection referrals; however, you, as the referring professional, would need to, where possible, discuss with and inform parents/carers that you are contacting MASH or making a child protection referral as stated above, unless by alerting them you could be putting that child or others at risk.

Important Contacts for Outside Agencies

Agency	Person	Contact Details
Wandsworth Safeguarding Children Partnership	www.wscp.org.uk	wscp@richmondandwandsworth.gov.uk 020 8871 7401
Referral and Assessment Team	MASH : Multi Agency Safeguarding Hub Out of hours duty service (after 5:00pm)	Mash@wandsworth.gov.uk 020 8871 6622 020 8871 6000
Head of MASH and Referral & Assessment Services	Teresa Hills	Teresa.Hills@richmondandwandsworth.gov.uk
Head of Service Safeguarding Standards Children's Services	Ruth Lacey	Ruth.Lacey@richmondandwandsworth.gov.uk
Safeguarding Children Manager	Lisa Tingle	Lisa.Tingle@richmondandwandsworth.gov.uk
LADO: Local Authority Designated Officer	Anita Gibbons	Anita.Gibbons@richmondandwandsworth.gov.uk 07974 58 6461
Education Safeguarding Officer	Ameliah Rayn	Ameliah.Rayn@RichmondandWandsworth.gov.uk 07929 86 2210
Early Education and Childcare Places Service Lead	Matt Hutt	Matt.Hutt@richmondandwandsworth.gov.uk 0208 871 8820
Outreach & Provider Support Lead-Early Education	Liz Hickson	Liz.Hickson@richmondandwandsworth.gov.uk 020 8871 6223
Social Workers in Schools - Team Manager (Pilot Programme)	Joanne Loveless	Joanne.Loveless@richmondandwandsworth.gov.uk
Social Workers in School (Pilot Programme)		Joanne.Loveless@richmondandwandsworth.gov.uk
Thrive		thrivewandsworth@richmondandwandsworth.gov.uk
Virtual School Education Co-ordinator	Rachel Wright	Rachel.Wright@richmondandwandsworth.gov.uk

Police Sergeant: Safer Schools Officer	Amreek Singh	Amreek.Singh@met.police.uk 07788 36 0196
Police		999 for emergencies and 101 for non-emergencies
Crimestoppers free phone		0800 555 111 (information may be passed anonymously)
School Nurse	Deborah Osbourne	d.osbourne@nhs.net
School Improvement Manager	Ann Debono	Ann.Debono@richmondandwandsworth.gov.uk
Link Advisor	Angela Rundle	Angela.Rundle@richmondandwandsworth.gov.uk
Head of School Support Services and Traded Service	Gary Hipple	Gary.Hipple@richmondandwandsworth.gov.uk
School Support and Contracts Manager	Lewis Brunton	Lewis.Brunton@richmondandwandsworth.gov.uk
Vulnerabilities Manager Channel Chairperson	Mark Wolski	Mark.Wolski@RichmondandWandsworth.gov.uk
VAWG Manager	Albina Hiorns	Albina.Hiorns@richmondandwandsworth.gov.uk
Hate Crime and Prevent Coordinator	Shamila Majid	Shamila.Majid@richmondandwandsworth.gov.uk
Training and Development Officer - Safeguarding (Schools)	Mary Scarlett	Mary.Scarlett@richmondandwandsworth.gov.uk
Children Missing in Education	Elizabeth Eyoma	Elizabeth.Eyoma@richmondandwandsworth.gov.uk
Private Fostering	Beatrice Ogunbowale	Beatrice.Ogunbowale@RichmondandWandsworth.gov.uk
Elective Home Education	Biddy MacIntyre	Biddy.Macintyre@richmondandwandsworth.gov.uk
TPD	Training & Professional Development Online	https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp
DFE Helpline	DFE	For non-emergency advice, contact DfE dedicated helpline: counter.extremism@education.gov.uk 020 7340 7264
Report suspected extremism online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report terrorist activity online		https://www.gov.uk/report-terrorism

NSPCC	NSPCC	<u>Reporting child abuse and neglect NSPCC</u> : online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)
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Reporting Abuse in Education

NSPCC helpline: 0800 136 663

help@nspcc.org.uk

Homelessness – Wandsworth Housing

<https://www.wandsworth.gov.uk/housing/>

Female Genital Mutilation (FGM)	
Police	www.gov.uk/contact-police (999)
Metropolitan Police Service Project Azure Partnership Team	020 7161 2888
NSPCC FGM free phone helpline	0800 028 3550 [information may be passed anonymously]

Whistleblowing	
NSPCC helpline	0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk

2. INTRODUCTION

The designated members of staff at Trinity St Mary’s (TSM) are Lynn Anderson (Headteacher), Chloe Keys (Deputy Headteacher) & Lisa Crichlow (SBM)

The Governors and staff of Trinity St Mary’s school fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- ✚ Protecting children from maltreatment
- ✚ Preventing impairment of children’s mental and physical health or development
- ✚ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ✚ Taking action to enable all children to have the best outcomes

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.

The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.

This policy is in line with the London Child Protection Procedures 2017 (5th edition amended October 2017), Working Together to Safeguard Children 2018, local guidance from the Wandsworth Safeguarding Children Partnership and Keeping Children Safe in Education 2021.

Please note that due to the regulations and restrictions related to the Covid19 pandemic the school has added two appendices to this policy to reflect specific safeguarding measures in place. These will be kept under review as Government guidance is updated and amended when necessary.

The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

The school will ensure that all staff are provided with the appropriate training in Child Protection and Safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the Designated Safeguarding Lead (DSL) and deputy leads (DDSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

The DSL will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2021 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

Project Tearose / Encompass is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Our school has signed up to this agreement.

If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose / Encompass will disclose this incident to the child's school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details.

At each school the information is shared securely with the Designated Safeguarding Leads, and is treated as sensitive and confidential.

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child, and so that support can be offered to the child if necessary. The school is part of the network available to support the family and child.

All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

1. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- ✦ Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- ✦ [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- ✦ [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- ✦ Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- ✦ [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- ✦ [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- ✦ Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- ✦ [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- ✦ The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- ✦ This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

2. INTENT

- ✦ To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- ✦ To emphasise the need for good communication between all members of staff in matters relating to child protection
- ✦ To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- ✦ To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm
- ✦ To work openly and in partnership with parents in relation to child protection concerns
- ✦ To support all pupils’ development in ways that will foster security, confidence and independence
- ✦ To promote safe practice and challenge poor and unsafe practice
- ✦ To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- ✦ To ensure that all vulnerable children, including those who need a social worker and those requiring mental health support are provided with appropriate help in school to ensure their needs are identified and responded to effectively

- ✚ To ensure that all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- ✚ To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance
- ✚ To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- ✚ To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice
- ✚ To comply with the core responsibilities expected of the school as a relevant agency to the multi-agency safeguarding arrangements in Wandsworth, as set out in the Wandsworth Safeguarding Children Partnership published arrangements

3. DEFINITIONS (Also see Appendices 1 & 2)

- ✚ Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- ✚ Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults

Abuse is broadly divided into four categories: - Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. In additions to these the safeguarding policy also covers Female Genital Mutilation (FGM), Sexting, Prevent, Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Brief definitions are in Appendix 1. Guidance for recognising the indicators of possible abuse are attached as Appendix 2.

4. KEY PRINCIPLES

- ✚ We believe that all children have a right to be protected from harm and /or abuse
- ✚ We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- ✚ We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- ✚ We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- ✚ We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- ✚ We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

- ✚ We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- ✚ We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- ✚ We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- ✚ The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- ✚ All staff are aware of the relevant data protection principles (under DPA 2018 and the GDPR), but are also clear that where there is the need to safeguard or promote the welfare of a child, relevant and proportionate information must be shared.

5. PROCEDURES

Our school procedures are in line with those agreed by the Wandsworth Safeguarding Children Board, the LA and the Secretary of State (see Appendix 3 for details of guidance documents and Appendix 4 and 5 for procedural information)

We will therefore ensure that:

- ✚ We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- ✚ We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- ✚ We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually
- ✚ Induction and refresher training for staff members will include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy
- ✚ The roles of the designated safeguarding leads are explicit in their job descriptions
- ✚ Every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and their role and what the back-up arrangements are if the DSL is unavailable.
- ✚ We will ensure that staff have access to a DSL at all times during the school day so that they can report concerns and seek advice / guidance if required
- ✚ All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and that these issues are included in the induction for each new staff member
- ✚ All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed

- ✚ We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place
- ✚ We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy
- ✚ We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems and educated in how to be as safe as possible online.
- ✚ When considering referrals to support agencies the school will act in accordance with WSCP Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- ✚ All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- ✚ All staff know how to respond appropriately to a child who discloses abuse.
- ✚ All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus, in information provided to all parents and on the website).
- ✚ We will request a minimum of three emergency contact numbers for each child as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary
- ✚ We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing as quickly as possible (on the same day)
- ✚ We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- ✚ We will carry out risk assessments where required and ensure any assessed risk is appropriately managed and key staff have been provided with the relevant information and with strategies to support safety and wellbeing of pupils and staff members
- ✚ We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- ✚ If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- ✚ Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations or securely using an appropriate computerised system
- ✚ All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- ✚ All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- ✚ The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- ✚ Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- ✚ If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and in a secure manner which ensures acknowledgement of receipt of the information. The child's social worker will also be informed of the change (additional information about recording, transfer and retention of records is in App 11)

- ✚ If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Officer, a duty manager in IPOC / MASH or directly from the Safeguarding Standards Service. (useful numbers listed in at the bottom on Appendix 6)

6. EARLY INTERVENTION AND HELP

- ✚ All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- ✚ This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)
- ✚ Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- ✚ **Any** child may benefit from Early Help but school staff will be particularly alert to the potential need for support for any pupil who
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - has a mental health need;
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is misusing drugs or alcohol themselves;
 - has a family member in prison, or is affected by parental offending;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- ✚ If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- ✚ A Team Around the Child will be established where appropriate and a Lead Professional identified
- ✚ If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving
- ✚ Early Help Assessments will follow the Signs of Safety and Wellbeing model.

7. CURRICULUM INPUT AND ONLINE SAFETY

- ✚ We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. We will

ensure that the curriculum includes input about safe relationships and personal resilience, sexual education and health education and is in line with legislative changes which came into force for September 2021.

- ✚ In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively.
- ✚ We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues, and can provide the platform that facilitates exploitation of children and young people. The breadth of issues classified within online safety is considerable but can be categorised into three areas of risk:
CONTENT: being exposed to illegal, inappropriate or harmful material
CONTACT: being subjected to harmful online interaction with other users
CONDUCT: personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying.

8. CONTEXTUAL SAFEGUARDING

- ✚ We understand that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college or within.
- ✚ All staff, but especially the designated safeguarding lead (or deputy), understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.
- ✚ This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.
- ✚ We understand that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence
- ✚ The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.
- ✚ This will allow any assessment to consider all the available evidence and the full context of any abuse.

9. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

- ✚ We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- ✚ We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns.
- ✚ The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

10. LOOKED AFTER CHILDREN

- ✚ The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- ✚ We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.
- ✚ School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.
- ✚ The school recognises that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

11. MENTAL HEALTH AND BEHAVIOUR

- ✚ In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy
- ✚ We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support
- ✚ We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events, and may include children who have experienced abuse
- ✚ Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- ✚ Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- ✚ Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS)
- ✚ If we have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken in line with our policy
- ✚ More information can be found in the [mental health and behaviour in schools guidance](#).

12. COMMUNICATION WITH PARENTS / CARERS

- ✚ We will ensure that all parents are informed that the school has a child protection policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to the Children's Social Care.
- ✚ Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- ✚ Information will also be made available about any local and national telephone helplines.
- ✚ In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity by the Designated Safeguard leads and/or the Deputy Leads. No staff without child protection training will discuss any safeguarding concerns with parents/carers.

13. CONFIDENTIALITY

- ✚ We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or head teacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- ✚ All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- ✚ All staff must be aware that they cannot promise a child that they will keep certain information secret.

14. SUPPORT FOR STAFF

Governors recognise the importance of child protection training for Designated Teachers and for all other school staff who have contact with children. Governors expect Head/Designated Teacher to ensure that all school staff, including support and ancillary staff, receive foundation training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive appropriate training.

- ✚ We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- ✚ We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have
- ✚ We will ensure that supervision is provided for staff working in Early Years and foundation stage as required
- ✚ We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate.

15. ALLEGATIONS AGAINST STAFF

We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff (including supply or agency staff or contracted staff) or a volunteer. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

1. behaved in a way that has, or may have, harmed a child;
2. possibly committed a criminal offence against or related to a child; or
3. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
4. behaved or may have behaved in a way that indicates they may not be suitable to work with children

- ✚ In this event the Head teacher (or Chair of Governors, if allegation is against the Head) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate
- ✚ The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important

evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given

- ✚ All staff are expected to recognise the need for absolute confidentiality in these situations.

16. SAFE RECRUITMENT

- ✚ The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- ✚ Senior Leaders and any other staff or governors involved in selection procedures will attend Safer Recruitment training
- ✚ Appropriate checks (i.e. enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- ✚ Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- ✚ At interview, candidates will be asked to account for any gaps in their employment history.

17. GOVERNING BODY RESPONSIBILITIES

- ✚ The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of the Wandsworth Safeguarding Children Procedures (WSCP) and Keeping Children Safe in Education 2021
- ✚ The Governors will ensure that a member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and in the event of an allegation of abuse being made against the Headteacher or Principal.
- ✚ The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay.

18. HEADTEACHER / DSL RESPONSIBILITIES

Governors will ensure that the school has a Designated Teacher for child protection and that the Head/Designated Teacher undertakes the following responsibilities:

- ✚ Ensure all staff are familiar with the school Child Protection Policy, including the procedures for identifying and reporting suspected abuse.
- ✚ Ensure the school operates an effective child protection policy and to make that policy known to parents/carers and pupils;
- ✚ Ensure all staff receives foundation training in child protection;
- ✚ Be responsible for coordinating action and liaising with other agencies and support services over child protection issues;
- ✚ Assist Social Services Department in enquiring into allegations of child abuse. This will include ensuring the school is represented at child protection case conferences and that information about the child is provided as required;

Follow as appropriate recommendations made by the Area Child Protection Committee (ACPC);
and

- ✚ Support and advise staff on child protection issues generally.

19. RESPONSIBILITIES OF SCHOOL STAFF

All school staff have a statutory duty to ensure the safety and well-being of all pupils in their school. In doing so they should seek advice and support as necessary from Head/Designated Teacher and other senior staff members.

All school staff are expected to:-

- ✚ Ensure that the appropriate forms are completed
- ✚ Report concerns to the Designated Teacher or other senior staff member who will keep clear, dated, factual and confidential records of child protection concerns
- ✚ Be aware that children with SEN may be especially vulnerable to abuse
- ✚ Follow school guidance on procedures as set out in this document
- ✚ Establish and maintain an environment where children feel secure, are encouraged to talk and feel listened to
- ✚ Ensure that children know that there are adults in the school whom they can approach if they are worried
- ✚ Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Staff should ensure they:

- ✚ Don't make promises e.g. to keep secrets
- ✚ Stay calm and be available to listen
- ✚ Listen with the utmost care to what the child is saying
- ✚ Don't put words in the child's mouth but note the main points carefully
- ✚ Keep a full record – date, time, what the child did, said etc.; on 'record of concern' form (see Appendix 7) and a body map may be used if appropriate
- ✚ Re-assure the child and let them know that they were right to inform us
- ✚ Inform the child that this information will need to be passed on.

20. POSITIVE HANDLING and PHYSICAL INTERVENTION

- ✚ Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- ✚ Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers
- ✚ Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

21. SPECIFIC SAFEGUARDING ISSUES

- ✚ Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- ✚ The DSL will attend relevant training and cascade information, or where relevant organise additional briefings or training input for staff. to ensure that staff are aware of issues such as those listed below, understand the indicators and recognise the complexities of these issues for young people:

- Child Sexual Exploitation
- Child Criminal Exploitation
- Female Genital Mutilation
- Radicalisation
- Illness Fabricated and Induced
- Domestic Abuse
- Violence in the name of Honour
- Children missing education
- Children and the court system
- Children with family members in prison
- County lines
- Domestic abuse
- Homelessness
- Peer on peer abuse, including knife crime and serious youth violence
- Sexual violence and sexual harassment, including 'upskirting' (this includes any clothing, not just skirts)
- consensual and non-consensual sharing of nude and semi-nude images and/or videos

22. CHILD SEXUAL EXPLOITATION(CSE) AND CHILD CRIMINAL EXPLOITATION(CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

- ✚ Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.
- ✚ They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- ✚ Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt.
- ✚ They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.
- ✚ As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.
- ✚ They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- ✚ It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too.
- ✚ It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

- ✚ CSE is a form of child sexual abuse.
- ✚ Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.
- ✚ It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- ✚ CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- ✚ CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.
- ✚ Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

23. ANTI - RADICALISATION

- ✚ The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.
- ✚ Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.
- ✚ Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.
- ✚ All staff members are aware of these issues and relevant staff have attended training.
- ✚ The school works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.
- ✚ As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.
- ✚ If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

24. FEMALE GENITAL MUTILATION (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

25. CHILDREN WHO ABUSE OTHER CHILDREN (PEER ON PEER ABUSE)

We recognise that children are capable of abusing their peers and that it can happen both inside and outside of school and online. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be

carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

✚ It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse and / or verbal abuse.

✚ Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

✚ In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate. This guidance is attached as (Appendix 5)

✚ Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The school will adhere to guidance in section 5 of Keeping Children Safe in Education and follow procedures (as detailed in Appendix 5)

✚ All staff will be made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They will be provided training and information about the associated risks and the measures in place to manage these, in line with Home Office guidance "Preventing youth violence and gang involvement" and the OFSTED report "Safeguarding children and young people from knife crime" (as detailed in Appendix 12)

26. SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:

- ✚ increased absence from school,
- ✚ a change in friendships or relationships with older individuals or groups,
- ✚ a significant decline in performance,
- ✚ signs of self-harm or a significant change in wellbeing,
- ✚ signs of assault or unexplained injuries.
- ✚ unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence,

- ✚ such as being male,
- ✚ having been frequently absent or permanently excluded from school,
- ✚ having experienced child maltreatment
- ✚ having been involved in offending, such as theft or robbery.

Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

27. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- ✚ Developing pupil self-esteem;
- ✚ Developing communication skills;
- ✚ Informing about all aspects of risk;
- ✚ Developing strategies for self-protection;
- ✚ Developing a sense of the boundaries between appropriate and inappropriate behaviours in adults and;
- ✚ Developing non-abusive behaviour between pupils.

28. RECORD KEEPING AND REPORTS

Governors further expect school staff to assist the Children and Family Services Department by providing information for child protection case conferences as required and in the form prescribed by the Area Child Protection Committee. Appendix 4, 5 & 6.

29. NON TSM STAFF OR VISITORS

It is the responsibility of the office staff to ensure that ID is correct and that, in the case of agency staff, this has been sent previously to the office. They should also wear an ID badge. All non-staff are expected to read the agreement on the front desk, which outlines what they must do if an issue arises. Appendix 7 should be signed by all Governors, Agency Staff, Long Term Volunteers or students on placement.

30. OTHER RELATED POLICIES

This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

- positive behaviour
- discrimination (sex, race and disability)
- health and safety
- photography and images
- children missing from school and education
- code of conduct including acceptable use of technologies, staff/pupil relationships, communications including use of social media
- pupil information (DCSF guidance)
- safer recruitment
- children with medical needs
- whistleblowing
- responding to bereavement guidance

Appendix 1 - Definitions

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- ✚ Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- ✚ Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- ✚ Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- ✚ Seeing or hearing the ill-treatment of another
- ✚ Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- ✚ Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- ✚ Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- ✚ Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- ✚ Protect a child from physical and emotional harm or danger
- ✚ Ensure adequate supervision (including the use of inadequate care-givers)
- ✚ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

The definition of **Domestic abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those **aged 16 or over** who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional harm.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Child Sexual Exploitation



Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CSE indicators above, indicators of CSE can include a child:

-  Having an older boyfriend or girlfriend
-  Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- ✚ Appearing with unexplained gifts or new possessions
- ✚ Associating with other young people involved in exploitation
- ✚ Suffering from changes in emotional wellbeing
- ✚ Misusing drugs and alcohol
- ✚ Going missing for periods of time or regularly coming home late
- ✚ Regularly missing school or education
- ✚ Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- ✚ A pupil confiding in a professional that FGM has taken place
- ✚ A mother/family member disclosing that FGM has been carried out
- ✚ A family/pupil already being known to social services in relation to other safeguarding issues
- ✚ A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- ✚ The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- ✚ FGM being known to be practised in the girl's community or country of origin
- ✚ A parent or family member expressing concern that FGM may be carried out
- ✚ A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- ✚ A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Honour-based abuse (including FGM and forced marriage)

Honour-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- ✚ Speak to the pupil about the concerns in a secure and private place
- ✚ Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- ✚ Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk
- ✚ Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Children Who Go Missing from Home or Care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- ✚ No means of support or legitimate income – leading to high risk activities
- ✚ Involvement in criminal activities
- ✚ Victim of Abuse
- ✚ Victim of crime, for example through sexual assault and exploitation
- ✚ Alcohol/substance misuse
- ✚ Deterioration of physical and mental health
- ✚ Missing out on schooling and education
- ✚ Increased vulnerability.

Longer-term risks include:

- ✚ Long-term drug dependency / alcohol dependency
- ✚ Crime
- ✚ Homelessness
- ✚ Disengagement from education
- ✚ Child sexual exploitation
- ✚ Poor physical and/or mental health.

Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- ✚ Are at risk of harm or neglect
- ✚ Are at risk of forced marriage or FGM
- ✚ Come from Gypsy, Roma, or Traveller families
- ✚ Come from the families of service personnel
- ✚ Go missing or run away from home or care
- ✚ Are supervised by the youth justice system
- ✚ Cease to attend a school
- ✚ Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Preventing Radicalisation (Prevent)

All schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideals that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parent whenever possible and with the Local Authority Prevent co-ordinator and referrals made to the Channel programme when appropriate. We understand our responsibilities as set out in the Prevent Duty and legislation and will ensure these are adhered to.

- ✚ **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

- ✚ **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

- ✚ **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- ✚ Refusal to engage with, or becoming abusive to, peers who are different from themselves
- ✚ Becoming susceptible to conspiracy theories and feelings of persecution
- ✚ Changes in friendship groups and appearance
- ✚ Rejecting activities they used to enjoy
- ✚ Converting to a new religion
- ✚ Isolating themselves from family and friends
- ✚ Talking as if from a scripted speech
- ✚ An unwillingness or inability to discuss their views
- ✚ A sudden disrespectful attitude towards others
- ✚ Increased levels of anger
- ✚ Increased secretiveness, especially around internet use
- ✚ Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- ✚ Accessing extremist material online, including on Facebook or Twitter
- ✚ Possessing extremist literature
- ✚ Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.



Appendix 2: Safer Recruitment and DBS checks – Policy and Procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- ✚ Verify their identity
- ✚ Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- ✚ Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- ✚ Verify their mental and physical fitness to carry out their work responsibilities
- ✚ Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- ✚ Verify their professional qualifications, as appropriate
- ✚ Ensure they are not subject to a prohibition order if they are employed to be a teacher
- ✚ Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- ✚ We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought
- ✚ We will ask for written information about previous employment history and check that information is not contradictory or incomplete
- ✚ We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- ✚ Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

- ✚ Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- ✚ Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- ✚ We believe the individual has engaged in relevant conduct; or
- ✚ The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- ✚ The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- ✚ The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- ✚ An enhanced DBS check with barred list information for contractors engaging in regulated activity
- ✚ An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- ✚ We will obtain the DBS check for self-employed contractors
- ✚ We will not keep copies of such checks for longer than 6 months
- ✚ Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances
- ✚ We will check the identity of all contractors and their staff on arrival at the school
- ✚ For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such

checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trainee / Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- ✚ Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- ✚ Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- ✚ Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- ✚ Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All proprietors, trustees, local governors and members will also have the following checks:

- ✚ A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [NB: Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- ✚ Identity
- ✚ Right to work in the UK
- ✚ Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

1. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

2. Checking the Identity and Suitability of Visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the school. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- ✚ Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- ✚ The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

3. Sexting in Schools

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- ✚ View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- ✚ Delete the imagery or ask the pupil to delete it
- ✚ Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- ✚ Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- ✚ Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

3a. Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- ✚ Whether there is an immediate risk to pupil(s)
- ✚ If a referral needs to be made to the police and/or children's social care
- ✚ If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- ✚ What further information is required to decide on the best response
- ✚ Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- ✚ Whether immediate action should be taken to delete or remove images from devices or online services
- ✚ Any relevant facts about the pupils involved which would influence risk assessment
- ✚ If there is a need to contact another school, college, setting or individual
- ✚ Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- ✚ The incident involves an adult
- ✚ There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- ✚ What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- ✚ The imagery involves sexual acts and any pupil in the imagery is under 13
- ✚ The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

3b. Further Review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

3c. Informing Parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

3d. Referring to the Police

If it is necessary to refer an incident to the police, this will be done by dialing 101.

3e. Recording Incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

3f. Curriculum Coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE (Jigsaw scheme of work) and computing scheme of work covered in e-safety, both of which are age appropriate. Teaching covers the following in relation to sexting:

- ✚ What it is
- ✚ How it is most likely to be encountered
- ✚ The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- ✚ Issues of legality
- ✚ The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- ✚ Specific requests or pressure to provide (or forward) such images
- ✚ The receipt of such images

This policy on sexting is also shared with pupils, in an age appropriate way, so they are aware of the processes the school will follow in the event of an incident.

Appendix 4 - Recognising Abuse



Physical Abuse

The following are often regarded as indicators of concern:

- ✚ An explanation which is inconsistent with an injury
- ✚ Several different explanations provided for an injury
- ✚ Unexplained delay in seeking treatment
- ✚ The parents / carers are uninterested or undisturbed by an accident or an injury
- ✚ Parents are absent without good reason when their child is presented for treatment
- ✚ Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- ✚ Family use of different doctors and A&E departments
- ✚ Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- ✚ Any bruising to a pre-crawling or pre-walking baby
- ✚ Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- ✚ Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- ✚ Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- ✚ Variation in colour possibly indicating injuries caused at different times
- ✚ The outline of an object used e.g. belt marks, hand prints or a hair brush
- ✚ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ✚ Bruising around the face
- ✚ Grasp marks on small children
- ✚ Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- ✚ Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- ✚ Linear burns from hot metal rods or electrical fire elements
- ✚ Burns of uniform depth over a large area
- ✚ Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- ✚ Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- ✚ The history provided is vague, non-existent or inconsistent with the fracture type
- ✚ There are associated old fractures
- ✚ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- ✚ There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- ✚ Withdrawal from physical contact
- ✚ Fear of returning home
- ✚ Self-destructive tendencies
- ✚ Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- ✚ Developmental delay
- ✚ Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- ✚ Aggressive behaviour towards others
- ✚ Scape-goat within the family
- ✚ Frozen watchfulness, particularly in pre-school children
- ✚ Low self-esteem and lack of confidence
- ✚ Withdrawn or seen as a 'loner' – difficulty relating to others
- ✚ Over-reaction to mistakes
- ✚ Fear of new situations
- ✚ Inappropriate responses to painful situations
- ✚ Neurotic behaviours
- ✚ Self-harming
- ✚ Running away

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- ✚ Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- ✚ A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- ✚ Failure of child to grow within normal expected pattern, with accompanying weight loss
- ✚ Child thrives away from home environment
- ✚ Child frequently absent from or late for school
- ✚ Child left with adults who are intoxicated or violent
- ✚ Child abandoned or left alone for excessive periods
- ✚ Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

Inappropriate sexualised conduct

- ✚ Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- ✚ Continual and inappropriate or excessive masturbation
- ✚ Self-harm (including eating disorder, self-mutilation and suicide attempts)
- ✚ Involvement in prostitution or indiscriminate choice of sexual partners
- ✚ An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- ✚ Concerning changes in behaviour or general presentation
- ✚ Regressive behaviour
- ✚ Distrust of a particular adult
- ✚ Unexplained gifts of money
- ✚ Sleep disturbances or nightmares
- ✚ Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

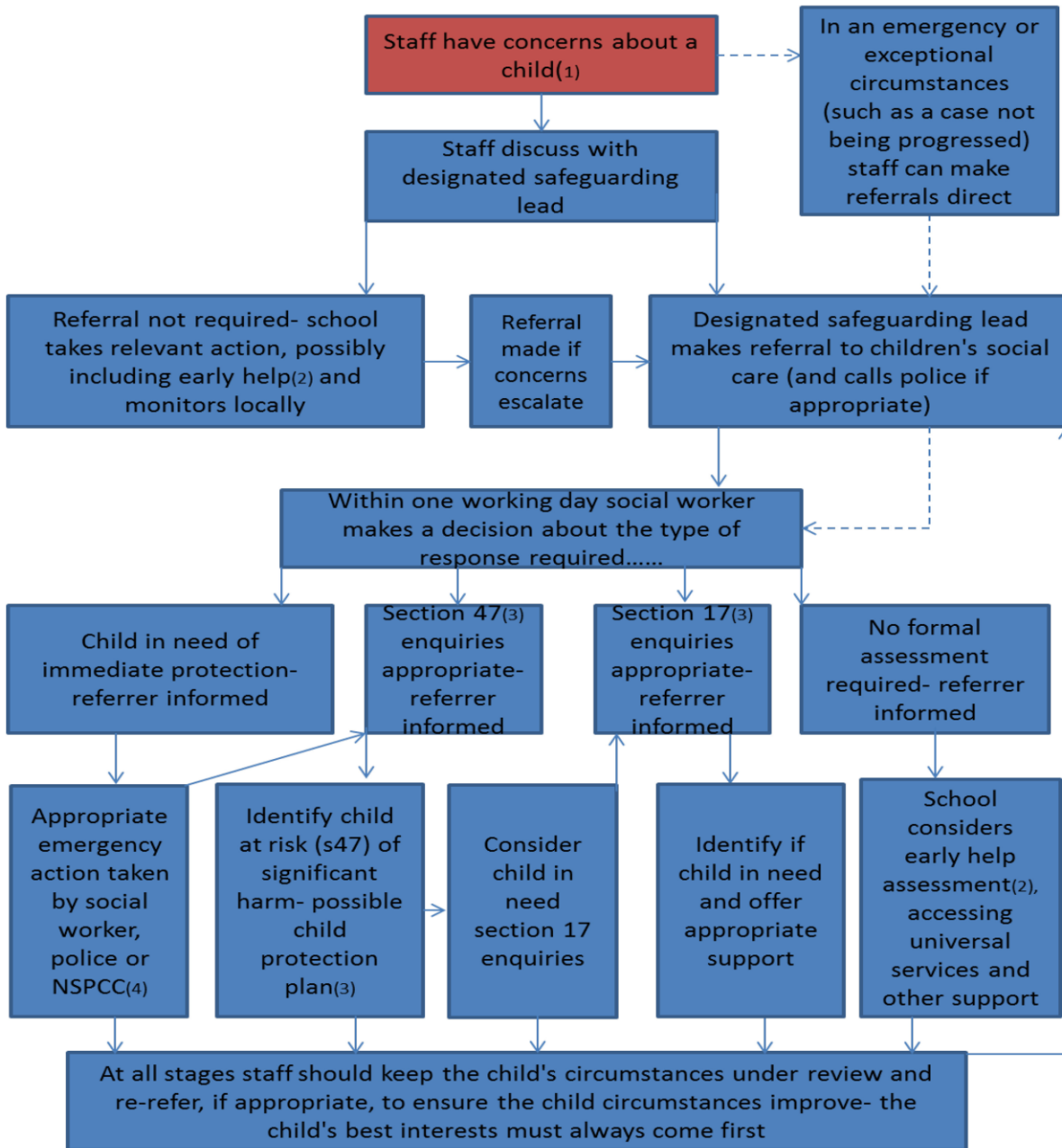
- ✚ Pain or itching of genital area
- ✚ Blood on underclothes
- ✚ Pregnancy in a younger girl where the identity of the father is disclosed
- ✚ Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- ✚ Wetting or soiling

APPENDIX 5 - Referral flow chart



Procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

NB – if the DSL is unavailable, this should not delay action.



In cases of suspected sexual abuse or if informing the parents would place a child at greater risks, **DO NOT** inform or meet with parents/carers. Make your referral to Children and Family Services and they will advise you on how to proceed.



Trinity St Mary's CE School

The designated members of staff at Trinity St Mary's (TSM) are Lynn Anderson (Headteacher), Chloe Keys (Deputy Headteacher) & Lisa Crichlow (SBM)

All staff members have a statutory responsibility to safeguard and promote the welfare of all pupils at all times

If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the pupil concerned.

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff (DMS)

In the case of any concerns always record the information clearly and be clear how the concern has arisen.

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DMS immediately.

In all other instances concerns should be passed on to the DMS at the as soon as possible – do not delay.

Please remember the DMS is available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate.

Appendix 7 - Child Protection/ Safeguarding Concerns Form



Confidential

Note: Please **do not** interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Member of staff. Do not discuss the information with other members of staff who do not have role in the management of this situation.

Name of Child	
Date of Birth	
Class Teacher	
Name of person reporting concern	
Name of DSL	
Date Received by DSL	
Date & Name of Person adding to CPOMS	

Chronology of incident and/or concerns

Date	Time	Location	Those Present

Details of concern(s):

e.g. disclosure by child; behaviour observed; injury noted etc.

Is parent / carer aware of concern?

Action Taken:

Signed by person reporting:	Date
Signed by DSL:	Date
Signed by Parent / Carer	Date

Appendix 8 - Safeguarding Risk Assessment (Individual Pupil)



Name of Child	
Date of Birth	
Class Teacher	
Date of Assessment	
Carried out by	
Date & Name of Person adding to CPOMS	

<p>Reason for risk assessment: <i>Category: personal safety / emotional safety / physical safety / other</i></p>
<p>Identifying the risks / evidence of concern(s):</p>
<p>Assessing the risk</p> <p>HIGH MEDIUM LOW</p>
<p>Actions being taken / reducing the risk</p>
<p>Other professionals involved</p>

Signed by Assessor:	Date
Signed by Head Teacher:	Date
Signed by Parent / Carer	Date

Appendix 9 - Information that you may be asked for and should have to hand prior to calling MASH



- 1) Name, date of birth and address of relevant child and other children within the family, including all names used by family members using correct spellings.
- 2) Name, address and contact numbers of parents/carers who have parental responsibility.
- 3) Contact details of child's doctor.
- 4) Name of child's school and any other agencies involved.
- 5) A detailed record of your concern including date, time, reason(s) for concern, any previous concerns, details of any explanations given by the child or parent/carer and any action you have taken i.e. spoken to parent/carer.

What will happen next?

Depending on the assessed risk factors to the child, social services may:

- a) Take no further action.
- b) Refer the child and or parents/carers to other services.
- c) Undertake a core assessment with a view to offering support to the child/family.
- d) Undertake a child protection investigation which will result in one of the following:
 - i) No further action
 - ii) A programme of monitoring and support for the child and family
 - iii) The child's name placed on the child protection register with plans for the child's protection and family support.
 - iv) In serious cases, a legal care order may be applied for and the child may be moved to the safety of an alternative family member or foster carer if they are at immediate risk of significant harm in the home environment.



**Notification of Child Protection Responsibilities
for volunteers / agency / students or occasional visitors to school.**

What is Abuse?

The 1989 Children's Act states that there are 4 types of abuse, all as serious as one another, being physical abuse, sexual abuse, emotional abuse and neglect.

If you are a regular visitor please familiarise yourself with the Child Protection and Safeguarding policies. Occasional visitors should pay strict adherence to the statement they are asked to read when signing in.

When an adult undertakes an assignment of any kind in school it is inherent in their duty of care to bring to the attention of Miss Lynn Anderson, Miss Chloe Keys, Miss Kathryn Brewster or Miss Rebecca Green, the Designated Members of staff, circumstances that arise and cause suspicion of any child being abused or neglected.

At no time or under any circumstances should the adult ever intervene in a situation on their own.

Declaration by volunteer/occasional visitor /contractor (delete as appropriate)

I hereby certify that I have read carefully and fully understand the above statement and signposted documentation and I am in complete agreement with it.

Signed: Date:

Name (please print):

Company: